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ABSTRACT

This packet is designed to aid teachers of Adult Basic Education Programs conduct census education/participation programs. The objective is to rectify the census undercount problem, especially among minorities. The document is presented in five chapters. Chapter I focuses on the census in perspective. Chapter II discusses the 1980 census and explains why the data from the census is vital for federal expenditures. Chapter III assesses effects of census undercount, particularly in cities with large minority and undocumented alien populations. Chapter IV suggests activities to prepare students for Census Day. Activities center on a test of census information, bulletin boards, guest speakers, posters, community census centers, role playing, and simulation games. Chapter V presents census-related activities in language arts, mathematics, social studies, employment, and parenting. Activities involve students in discussing census issues in class, doing simple vocabulary exercises, performing census-related mathematical computations, and inventorying classrooms. The document concludes with appendices which present tabular census information, instructions on how to fill out a census form, and true/false census questions in Spanish, Italian, French, Haitian Creole, Chinese, Vietnamese, and Russian. (DB)

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PEOPLE COUNT

CENSUS DAY
APRIL 1, 1980

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education
Curriculum Development
and
Division of Continuing Education
Albany, New York 12234

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Foreword

The phrase, "People Count," has a particular significance as we look forward to April 1, 1980 — Census Day for the United States. On that date individuals and families throughout the country will be returning completed census forms which will be tallied by the Bureau of the Census, U.S. Department of Commerce. Many residents, however, will choose not to participate in the census for a variety of reasons, including reluctance to divulge personal information, lack of understanding of the importance of the census, and/or inability to complete the form.

The populations most likely to be undercounted in the census include undereducated and non-English-speaking adults. These are among the target populations for Adult Basic Education programs. *Since funding for ABE programs is determined by census data, undercounts of these populations could lead to insufficient budgets for such programs.*

This packet of census materials is designed to assist ABE instructors in encouraging their students to participate in the census by returning their forms with complete and accurate information. Toward this goal, this instructor's guide will give background information on the census and will suggest how lessons on the census can be incorporated into daily ABE classroom activities to make the process more meaningful to adult students. The following items are included with this instructor's guide:

- Posters for display in the classroom and public areas
- Brochures for students. (Available in French, Spanish, English, Italian, Russian, Chinese, Vietnamese, and Haitian Creole.)
- Samples of the long and short census forms

The activities in this guide relate the U.S. Census to a number of common needs in the lives of ABE students. The census information is, of course, used in many other ways not mentioned in this guide. For example, census data also affects federally funded programs dealing with:

- | | |
|--------------------------------------|------------------------|
| • Agricultural and research services | • Law enforcement |
| • Conservation and land management | • Natural defense |
| • Pollution control and abatement | • Recreation resources |
| • Energy | • Water resources |
| • Community development | |

Should an ABE instructor wish to develop alternate or additional activities, a review of this list of areas affected by census information may suggest a particular benefit a community realizes from this data — a benefit which might be capitalized on to motivate participation in our Nation's periodical people count.

Acknowledgments

People Count is the result of the vital concerns and creative efforts of many individuals. Congressman Robert Garcia, Chairman of the United States Subcommittee on Census and Population, first proposed that the undercount problem, especially among minorities, might be addressed through informative and persuasive Adult Basic Education programs. Garrett Murphy, Director of Continuing Education, sensed the potential of Congressman Garcia's suggestion and initiated a State project to produce an Adult Basic Education curriculum that focused on the 1980 Census. Robert Poczik, Associate, Division of Continuing Education, recommended the creation of curriculum packets.

George K. Tregaskis, Associate, Bureau of General Education Curriculum Development, conceived of the overall approach of the curriculum, coordinated the efforts of the writing committee, developed the student brochure, and prepared the final draft of the manuscript for printing. Neil W. Carr, Supervisor, and Harvey Johnson, Associate, Unit on Basic Continuing Education, identified the committee of A.B.E. instructors who wrote the original manuscript and provided helpful suggestions regarding the distribution and implementation of the curriculum.

Herbert Bothamley, recently retired Chief of the Bureau of General Education Curriculum Development, facilitated the completion of the project. Michael J. Ferrell, Staff Director for Congressman Garcia's Subcommittee on Census and Population, reviewed the final draft of the manuscript and provided updated information about the 1980 Census.

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*Priority activities

The Census in Perspective

The United States has been conducting a national census every 10 years since 1790. The first census was simply a head count. Thomas Jefferson, the first Census Director, delegated the job to 17 marshalls, who appointed 200 assistants. These agents took 18 months to count 3,929,214 people, publishing the results in a 56-page pamphlet.

By comparison, 300,000 people will be working on the 1980 National census, which will take up to 7 years to complete,* cost at least a billion dollars (more if citizens do not cooperate), and result in 300,000 pages of data, with much more available on computer tape. This census will provide a wealth of information relative to approximately 220 million residents of the United States, information vital to social scientists and historians as well as to government and private planners. The data will be used to determine the allocation of billions of dollars in tax revenues to states and localities, the distribution of Congressional seats throughout the country, and local political boundaries.

Because more than 54 billion dollars in Federal funds (or one out of every \$4 spent by state and local governments) is allocated annually on the basis of data generated from the 1970 census, new census data can spell life or death to over a hundred community programs, including mass transit, housing, and aid to school children and the elderly. The following illustrate some of the ways in which the data are used.

- Population and per capita income are bases for revenue sharing.
- Population determines the amount of Federal money available for day-care.
- The number of people 16 years and older who have less than a ninth-grade reading or mathematics level determines the amount of money allotted to states under the Adult Education Act.
- The number of children in non-English-speaking homes determines the allocation of funds to a variety of educational programs under the Elementary and Secondary School Act.
- The number of people unemployed or with low incomes determines the allocation of CETA funds for job training and placement.
- The mid-decade census, which will be taken beginning in 1985, will be used primarily for making a more precise determination of political representation. (It will, therefore, not be as extensive as the decade census.)

*Work began in 1976 and will be completed in 1983.

The 1980 Census

During the 6 months prior to Census Day, 35,000 temporary census workers will fan out across the country (mostly outside metropolitan areas) compiling lists of approximately 30 million addresses, which the Census Bureau needs for the census mailing. After being checked for accuracy, addresses (but not family names) will be placed on the census questionnaires for mailing.

By March 28, all households will have received a questionnaire in the mail. One person, preferably someone in whose name the living quarters are owned or rented, will be expected to answer the questions on behalf of everyone in the household. There are two types of questionnaires, a short form and a long form. Approximately 80 percent will receive the short form consisting of 19 questions, covering age, sex, race, national origin, marital status, relationship to the person filling out the questionnaire, and housing. This short form should take an estimated 15 minutes to complete, and the long form 45 minutes. Approximately 20 percent of American households (50 percent in areas of fewer than 5,000 inhabitants to assure an adequate sample) will receive the long form, which will include over 40 additional questions on living quarters, automobiles owned, transportation used, military status, income, employment, disabilities, public assistance, ancestry, and English language proficiency. Instruction booklets will accompany both the long and short questionnaires. Those desiring a Spanish version of either questionnaire may obtain such by checking the appropriate box on the front of the questionnaire or by calling the local census office whose telephone number will also be on the front of the cover. Those who speak other languages may obtain assistance from the local census office.

Ninety percent of households will be asked to mail the forms back, while the remainder, mostly from rural areas, will be picked up by enumerators (census takers). After the returned forms have been checked against mailing lists and reviewed for consistency and completeness, the data (except for names and addresses) will be transferred directly to computer tape and then processed by the Bureau's computers. Where questionnaires are incorrectly filled in or incomplete, enumerators will check back with the household. The Census Bureau will attempt to account for every questionnaire, a necessary, albeit costly, process. The original questionnaires, destroyed after 1 year, will first be put on microfilm and sent to Pittsburgh, Kansas, where the film record will be stored for 72 years and made accessible only to sworn census employees and the person or persons whose information is on the form. The microfilm will then be placed in the National Archives with copies sent to regional census centers where they can be used for genealogical research.

The essential political data from the census will be available within a year. The Census Bureau must report national and state population counts to the President by January 1, 1981, and must provide each state legislature with population totals for counties, cities, and other political subdivisions by April 1, 1981. While most of the complex economic and social tabulations will take at least 3 years, the finishing touches on the data will probably not be made before 1987.

The Undercount and Its Effects

It is estimated that each person enumerated will bring into his or her community, on an annual basis, over \$200 in Federal funds in addition to a substantial sum in state aid. People do indeed count, but counting them accurately has always been difficult, especially in cities with large minority and undocumented alien populations. Though the law (Title 13, U.S. Code) guarantees confidentiality of census data, disadvantaged minorities and undocumented aliens tend to fear that census information will be used against them by, for example, the Internal Revenue Service, welfare investigators, immigration authorities, collection agencies, and others. (It is the intent of this publication to attenuate such reservations by making known the purpose of the census.)

In 1970, though the undercount for the country was only 2.5 percent (some 5.2 million people), the undercount for blacks was determined to be 7.7 percent. In New York State alone, this translates into 77,000 people or the loss of \$15,400,000 in Federal funds. The census data for Hispanics was so inadequate that experts did not even venture to estimate the Hispanic undercount. Furthermore, port cities like New York and Buffalo have large uncounted alien populations. New York's undocumented alien population is estimated at close to a million.

Compounding New York State's problems, and making the undercount even more crucial, is the prediction that the 1980 census will show that New York has lost more than 500,000 people since 1970. If substantiated, such a loss will have a staggering effect on Federal aid to the State. Furthermore, New York is in jeopardy of losing four Congressmen - possibly three from New York City and one from Buffalo.

In an effort to combat the undercount problem, the Census Bureau has taken certain steps. It has:

- Established a Minorities Statistics Program, which seeks to provide more data about minorities and to inform members of minority communities of the purposes, uses, and importance of the census.
- Hired some 200 Community Service Specialists to work with local level community organizations to stress to their members the importance of an accurate population and housing count.
- Established the Local Review Program. As a result of the 1,900 complaints from localities following the 1970 census, the Bureau has asked chief executive officers of 39,000 governmental units to appoint liaison officers to work with the Bureau, which will investigate well-documented complaints regarding alleged inaccuracies in address lists prior to the census and preliminary census totals following the census.

- Elicited the help of churches in an effort to reassure minorities, especially illegal aliens, that census data about individuals are kept confidential and that being counted is important to assure funds for essential services and political representation sensitive to their needs.*
- Elicited assistance from the Advertising Council, which will conduct a nation-wide promotional campaign in support of the census.
- Established Minority Advisory Committees of blacks, Hispanics, American Indians, and Asian- and Pacific-Island-Americans to offer advice on minority concerns.
- Obtained legislative approval to conduct a mid-decade census to better keep up with population changes.
- Implemented plans to recruit enumerators locally so they will be more apt to reflect the ethnic and linguistic make-up of the areas they canvass. The Bureau is also planning a strong training program so that enumerators will be well equipped to help people who do not speak English, cannot read well, or are simply confused by the questionnaires. (The Census Bureau will begin an extensive recruitment program for the hiring of census takers in December or January. Interested individuals should remain alert to public announcements or contact their congressman and local employment office.)

New York's Lieutenant Governor, Mario Cuomo, has favored making an adjustment for the inevitable undercount. He believes we have statistical techniques to accurately estimate the undercount at the local level and that a special fund in revenue-sharing programs should be created to compensate for this undercount.

These steps, even if all were put to full use, will perhaps have little effect, however, if people are not informed concerning the 1980 Census. It is therefore crucial that ABE teachers instruct the students as to the significance of their participation in the census, and, where necessary, show them how the forms are to be filled out and sent in.

*To assure people of the confidential nature of the information given, the instructor or counselor should point out that census employees, under threat of a year's imprisonment, or a \$5,000 fine, or both, are forbidden to divulge any census data.

In addition, the Census Bureau is prohibited from publishing data if it is so specific as to be revealing. For example, if, in a certain census tract (an area of approximately eight square city blocks), there is only one physician earning more than \$100,000 annually, that statistic must be dropped because it is traceable to an individual. Even President Franklin D. Roosevelt's efforts to obtain the names of Japanese-Americans during World War II were successfully rebuffed by the U. S. Census Bureau.

Independent Census Modules

The following are activities designed to help prepare both students and staff for Census Day (April 1). Their main purposes are to create an awareness of what the census is, its purpose, and its significance, and to teach how the forms are to be completed.

As a learning activity, the center might declare the week prior to April 1 as Census Week, during which some or all of the following activities might be used.

A TEST OF CENSUS INFORMATION

The following test might be given at the beginning of the module to spark students' curiosity, or at the conclusion to assess what has been learned and to correct misunderstandings. See Appendix 1 for Spanish, Italian, French, Haitian Creole, Chinese, Vietnamese, and Russian translations. The answers are: 1, T; 2, T; 3, F; 4, T; 5, T; 6, F; 7, F; 8, T; 9, T; 10, F.

TRUE OR FALSE

- T F 1. The first census was taken in 1790.
- T F 2. The information that you give in the 1980 Census is confidential, and for the next 72 years only sworn census workers can see the individual records.
- T F 3. In the instructions for filling out the census form, you are told to use a ballpoint pen.
- T F 4. Census Day is April 1, 1980.
- T F 5. If you have a question or need help in filling out the census form, you should call your local census office.
- T F 6. If your native language is other than English and you cannot understand the form, you should just return it without completing it.
- T F 7. A census taker will come to your home only if you do not return the census form in the mail.
- T F 8. By mailing in your census form on time, you help save the government money and thus help save taxpayer's money.
- T F 9. Starting with 1980, the census will be taken every 5 years.
- T F 10. Half the population will receive the short census form, and half the long form.

BULLETIN BOARDS

- Encourage students to construct bulletin boards depicting:
 - Completed long and short census forms as samples
 - A flow chart which shows how census information is gathered from the 50 states, processed by the Federal government, and used in making decisions (See the chart on page 8 for ideas.)
 - A table showing some of the more significant results from the 1970 census, with a blank or question-marked column for 1980, encouraging students to predict results
 - Programs and services funded on the basis of population characteristics

GUEST SPEAKERS

Arrange for guest speakers and prepare the students to ask any questions they have in regard to the census. The following are suggested as guest speakers:

- A representative from the local census office
- A census taker (or enumerator)
- A local government representative prepared to speak on how census figures are used by Federal, state, and local governments to design and implement programs

POSTERS

Use the enclosed poster in conjunction with student brochures (in appropriate languages) to explain the basic 4-step procedure which will be followed by everyone participating in the 1980 census.

Provide construction materials necessary for students to design original posters around their own slogans — such as "It counts to be counted."

COMMUNITY CENSUS CENTER

Convert your center into a Community Census Center. This is an ambitious project by which the adult education center reaches out into the community and coordinates its efforts with those of local organizations to perform a service for all the local citizens.

Begin by contacting a Regional Census Manager for information and extra forms. For the five boroughs of New York City, Westchester, Rockland, Orange, Nassau, and Suffolk Counties, contact:

Rick Bitzer
201 Varick Street
Room 401G
New York, NY 10014 (212) 620-3774

For all other areas in New York State, contact

Leo Kearns
441 Stuart Street (11th Floor)
Boston, MA 02117 (617) 223-1690

- Contact local government officials, community agencies, religious organizations, and ethnic organizations to enlist their cooperation.
- Publicize, through the local media, that your center is a Community Census Center.

ACTIVITIES AND CONSIDERATIONS FOR CENSUS DAY

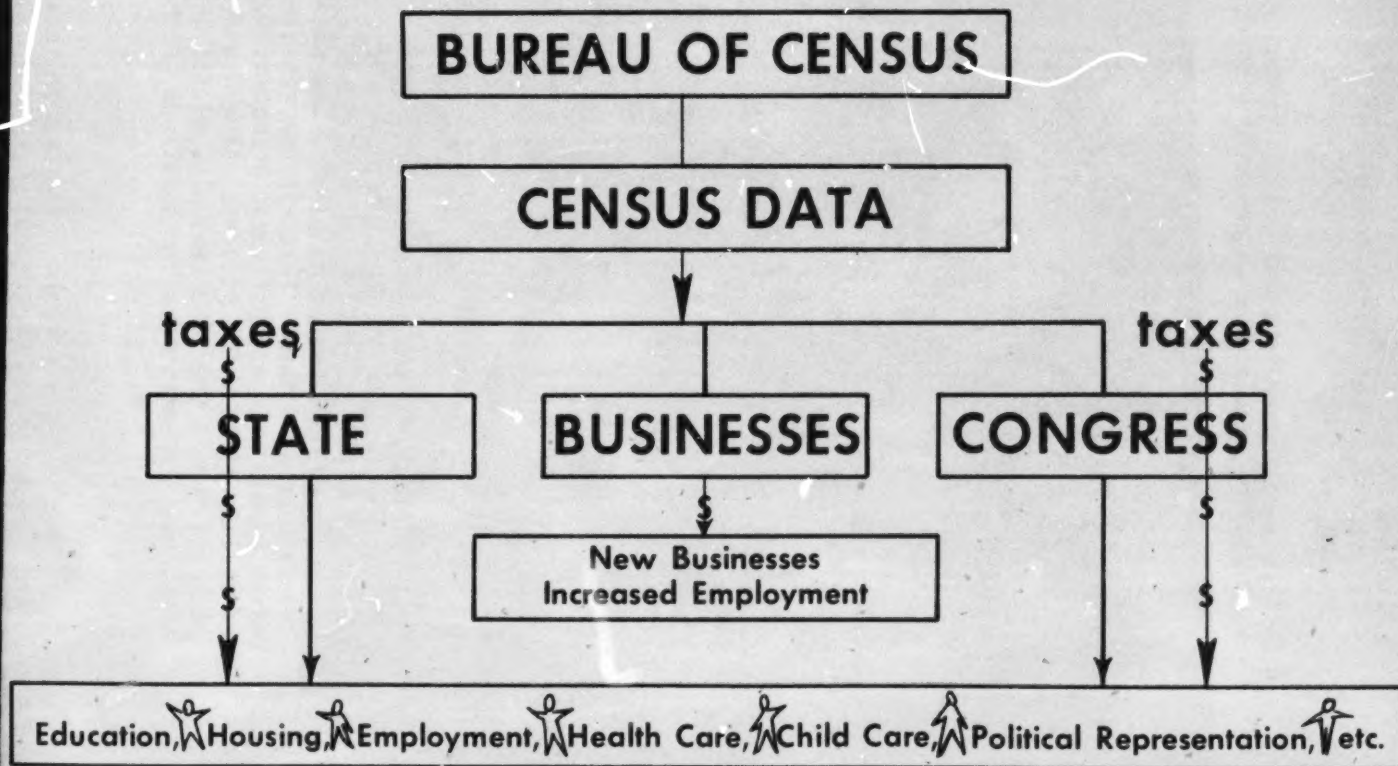
- Designate a day (March 31 or April 1) for all students to bring their census forms to class for completion. Although all students in the classroom may wish to be included in the project, not all should mail in their completed forms, as some will be included on forms completed by another member of their household. If additional forms have to be provided (either by duplicating an original form or obtaining extra copies) then it needs to be stressed that only official forms are to be returned and that only those identified as official will be counted.
- Have available individual assistance for participants who speak a foreign language (some immigrants may prefer to be assisted by their sponsors), for those who are handicapped, and for those who have other difficulties with the census forms.
- Be aware that some may feel that the information requested is too personal to record in a group. These people may feel more comfortable completing their forms on an individual basis with the assistance of a counselor. All of those aided, however, should be advised that only the official census takers are sworn to keep the information confidential. Ideally, a census taker should be present.
- Pay special attention to the placement of surnames. Asians place the surname, or family name, first.
- Some students may, by February, claim that a "census taker" has already canvassed them. This misunderstanding may occur because the Census Bureau will conduct some prec canvassing activities to verify the mailing lists. ABE students should understand that their participation in the 1980 Census means filling out and mailing the forms, not just answering the questions of the prec canvasser.

ROLE PLAYING

Stage scenarios either in the classroom or in a group counseling session. The following are suggested:

- As a census taker interviewing a questionnaire responder, the student can become more aware of the purpose of the census, of some of the questions asked and the nature of the responses expected, of the

How Census Information Is Channeled



circumstances under which the enumerator visits the home, and of the confidential nature of the information given.

- As a questionnaire responder calling the census office for assistance, the student can learn where to ask for help, what feelings are involved in admitting that one does not understand, and how to explain details and to ask questions clearly.

See "The Simulated Family" below.

CLASS OR GROUP DISCUSSIONS

Encourage discussions of the census. The following questions are suggested stimulators.

- Why do we have a census and what are its benefits?
- If you were an elected representative, how might the census help you to better serve your constituency?
- If you were writing the census forms, what questions would you ask and what would you not ask? (The class might compile a list of suggestions.)
- Statistics show that in the 1970 census there was an 80 percent response from the upper and middle classes and a 30 percent response from the lower class. What reasons might there be for this? What are the effects?

THE SIMULATED FAMILY

This exercise will allow the students to test their ability to accurately complete the census form, to initiate discussions clarifying some of the confusing aspects of the census, to increase their awareness of how to obtain assistance, and to lessen their anxieties regarding the census.

The following is the story of an imaginary family. Although in this example the family is Hispanic, the ethnic background can be changed to fit any student population simply by changing the italicized sections.

Meet the *Sanchez* family of 307 Elm Street, Chicago, Illinois (Phone: (312) 777-0522). The five members of the family are Daniel B. *Sanchez*, born August 26, 1940; Inez C. *Sanchez*, his wife, born December 20, 1942; their daughter, *Alicia* B., born March 15, 1964, who is in high school; their son, *Roberto* A., born April 1, 1959, who is in the Navy, single, and stationed overseas; and *Carmen*, Daniel's mother, widowed, who is visiting them for 3 months and then plans to return to Houston, Texas, where she permanently lives with her other son at 7 Riverview Drive.

(optional) { Although Carmen was born in Mexico, she is now a U.S. citizen, and all the other members of the Sanchez family were born in the United States.

The *Sanchez* family lives in a small apartment building that has eight apartments in it besides theirs. They have a lovely apartment with a private entrance on the first floor. It has two bedrooms, a kitchen, a living room, a bathroom with all the modern conveniences, and a patio. They feel lucky because the rent is only \$150 a month.

The *Sanchez* family has just received its census form and needs some help in filling it out. How would you fill out the form if they came to you for help?

Beginning level suggestions:*

- Duplicate copies of the simulated family and distribute to the students.
- Read the description of the family to the students while they silently follow, using their copy.
- Review the instructions for filling out the census form, emphasizing the basic points.
- Begin to fill out the form as a class activity, completing the form step by step. Refer often to the description of the family and pick out the relevant information for each question. Arrange the pertinent data in columns on the board.
- For any question that the class has difficulty with, suggest that the "family" could call the local census office, and point out the location of the number on the census form. If using an Hispanic family as an example, point out the location on the form where there is information pertinent to speakers of Spanish.

Intermediate level suggestions:

- Activities are the same as for the beginning level, except that students are expected to complete the form individually, after which the class would evolve and discuss a correctly completed form.

Advanced level suggestions:

- Activities are the same as for the intermediate level, except that the students will take turns reading aloud portions of the family description; and that as a supplementary activity they could be allowed to fill out forms using their own family's data, providing that additional short forms are available.

*In the following activities, which focus on the completion of the census form, the instructor may choose to duplicate and distribute selections from Appendix 3, pages 31 through 39, Your Guide to Census '80.

Integrated Census Modules

Whereas the previous activities can stand by themselves as "census" activities, this section will present others which are easily adapted into existing curriculum categories. These activities are divided into five areas: language arts, mathematics, social studies, employment, and parenting. Some of these have been subdivided into lower, intermediate, upper, and multilevel activities much as in the preceding chapter.

LANGUAGE ARTS

These activities will help the student to cope with the language of the census form and to properly answer the questions.

Lower level suggestions:

- It is important that students recognize the census form when it is mailed to them. It will arrive in a large envelope with a mailing address only; no names will be included in the address, and the term occupant may be used. Stress that the form should not be regarded as "junk mail."
- Discuss the fact that one person in each household must take the responsibility to complete the form.
- Because information will be read by computer, stress the importance of using a dark pencil for filling in the circles. It may be useful to have students practice filling in circles to develop motor coordination.
- Have students practice filling in residents' ages. It may be necessary to aid students in determining year of birth and in recognizing, for example, that February is not listed as such, but is included in the category "Jan.-Mar." (See Question 5 on the census form.)

Intermediate level suggestions:

- Acquaint students with vocabulary pertinent to and included in the form. Discuss with them the following words and their contexts:

relative	roommate	mobile home	half-room
nonrelative	temporarily	plumbing	condominium
boarder	occupied	facilities	commercial
roomer	vacant	balconies	establishment
partner	living quarters	foyers	medical office

Upper level suggestions:

- Discuss the filling out of forms in general, and the number of areas where forms are used; for example, applications for work, college, grants, welfare payments, licenses.

- Discuss the use of the yellow instruction guide. Note the one-to-one correspondence between guide and form. (See Appendix 3.)
- Discuss the outlined procedure for filling out question 1 of the form.

Multi-level suggestions:

The theme of the New York State Education Department's publications concerning the 1980 Census is "People Count." Discuss this theme's meanings, of which there are at least three: the census is a person-count; people matter; and people (census enumerators) do the counting.

MATHEMATICS

These activities will help the student understand and use basic statistical information.

Lower level suggestions:

- From the census, one can determine the average size of American households. Have the class compute its average household size.
- Provide instruction and practice in reading numbers with place values into the millions.
- Another way in which census data are used is in the determination of the number of each state's Representatives. The current ratio of population to Representative is 465,000 to 1. After 1980, the ratio is expected to be 500,000 or 503,000 to 1. Have students compute how many Representatives, for example, a state with 3,720,000 people would be granted. (Answer: 8) Have students figure the number of representatives New York State should have, based on the 1970 census data which determined that this State's population, at that time was 18,241,266. (Answer: 39) Have students verify their answer by consulting appropriate sources, for example, the 1979 Almanac.*

Intermediate level suggestions:

- The following map shows state population increases or decreases in percentage form from 1960 to 1970. Again, using the 1970 census figure of 18,241,266 for New York State, have the students compute (to the nearest 10,000) what the 1960 figure would have been. (Answer: 16,780,000)

*Note: A decimal of greater than 0.5 will equal one additional Representative.

Population Change
1960-1970
Eastern United States



Percent of increase

25.0 or more

13.3 to 24.9

6.5 to 13.2

0 to 6.4

Percent of decrease

0 to 6.2

Upper level suggestions:

- Monies are distributed to the states by the Federal government based on quantities called shares. Shares are computed using several factors, the most important being population. A state's share of monies for career education and career development is computed as follows: Each state is allotted \$100,000 plus a portion of any remainder on the basis of the ratio of population in the state to the total population of all the states.

Assume that the total amount of available funds is \$50,000,000. Provide the students with the following data: total U.S. population in 1970 was 203,235,298; New York State's 1970 population was 18,241,266. Instruct students to compute the amount of the 1970 share for New York. (Answer: \$4,138,799)

- Another computational device for distributing monies is the allotment ratio. The allotment ratio for any state is equal to one, minus half the quotient obtained by dividing the per capita income for the state by the per capita income for all the states. After writing this verbal formula on the board, have students compute the allotment ratio for New York using this information: the per capita income of New York in 1970 was \$4,605, and of the United States, \$3,893. (It may be necessary to translate the verbal formula to the mathematical formula: $1 - 0.5 [4605/3893]$). (Answer: 0.41, to the nearest hundredth)

Multi-level suggestions:

- Discuss the significance of statistical information. Consider a community's concern as to the location of a new traffic signal. What statistical data should one seek to determine the best corner for the installation?
- Ask students for other ways in which they might find statistical information helpful.
- Have students discuss the possible uses of the information gathered in the census. For example, refer to question H6 on page 3 of either the short or long form. Ask why it is important to know the number of households that do or do not have adequate plumbing facilities.

For a decision-making activity based on statistical information, see the suggestions under EMPLOYMENT.

SOCIAL STUDIES

These activities will help the student to understand political and sociological aspects of the census.

Intermediate level suggestion:

To focus on the importance of a census, ask students to complete an inventory of their classroom. This inventory should include the average number of students who use the classroom daily, the number and kinds of instructional equipment, the number of textbooks, and the number of desks. After completing this inventory, encourage students to discuss the implications of these data. Pose several questions: Why do school districts need to determine the number of students enrolled each year? How do school officials use this information as they make decisions about school staffing, supplies, and equipment?

Invite a school administrator to explain to your students how the school district uses census information. If appropriate, this administrator might provide students with selected school census data (no names included) and note how this information is utilized in the decisions of the school board.

Upper level suggestions:

- Ask students to read Article 1, Section 2(3) of the Constitution of the United States. This section explains the basis for the first census and describes how this census information was used in determining representation in the House of Representatives. Ask them to restate the purpose for the census and to explain how these data were used by the first Congress.

Distribute copies of the flowchart on page 8 and explain this one use of census information. Distribute copies of Appendix 2 (pages 28-30), and ask the students to list other possible uses for census data and suggest those Federal, State, and local public and private agencies

and businesses which might utilize this information. (A partial listing of programs which use census data is found on page iii.) A chart similar to the following might be developed as a way of organizing and visualizing this activity.

Type of Information	Use or Purpose	User (check one or more)		
		National	State	Local

- Have students research reasons for current population movements. For example, a comparison of population figures for 1970-1979 (1970 = 18,241,266 1979 = 18,075,487) indicates that New York State's population decreased by more than 165,000. Students might list reasons for this decline. A *New York Times* article, (August 2, 1979) highlighted the influence that population shifts may have on New York City's political representation.

EMPLOYMENT

These activities will help increase student awareness of the role census data can play in business planning and the fight against unemployment.

- Distribute copies of the census tract tables found on pages 28 through 30 and discuss with the class how the tables have been constructed (noting that obviously the table is excerpted and therefore incomplete as can be seen from some of the percentage figures).*
- Explain the meaning of "mean" and median."
- Divide students into five groups assigning a tract to each. Ask the groups to decide on a few appropriate retail and service businesses for their respective tracts. They should report their conclusions to the whole class, with justifications.
- On the basis of appropriate tract statistics, ask the students to decide which tract most needs a job-training program and what kind of program it should be; that is, should it include basic education, high school equivalency, life skills, occupational skills?

*The statistical information in the table on pages 28 through 30 has been taken from 1970 Census of Population and Housing, Census Tracts, New York, NY, Standard Metropolitan Statistical Area, parts 1-3. Census tracts are areas into which large cities and adjacent areas have been divided for statistical purposes. The average tract has 4,000 residents (though a tract can vary from as few as 200 to as many as 10,000 or more) and covers approximately eight square blocks. Though the tracts featured here are from the New York City area, they are similar in nature to tracts in many other large metropolitan areas.

- Read the following scenario to the class.

Jack David is a driver for a long-distance trucking company. He makes good money but finds that he gets lonely driving and that his wife complains that the family seldom sees him. For these reasons he has been thinking for some time about other possible jobs. He decides that with the money he has saved and considering his skills (he can maintain a boiler, and do electrical work) he could open a laundromat. He has found several locations where he can rent space that he can afford. Now he must decide which location would be best. The man at the local Small Business Administration office has suggested that he look at the most recent census tract report for his area.

- Ask the class to discuss what kind of people use laundromats, and what kind of living quarters they are likely to have. Would the existence of other laundromats in the area have a bearing on Jack's decision? (In this case, assume that there are no laundromats in the areas involved.)
- Depending on the level of the class, either distribute copies of the tract data or make up a simplified table on the chalkboard. Have students work in groups and, on the basis of the class discussion and the census information, decide which area would be most suitable for a laundromat. Have a spokesman from each group justify the decision to the class as a whole.
- Read the following scenario to the class.

Sharon and her friends Gina and Mary have decided to go into the catering or take-out food business. They can cook in just about any style--North American, Latin American, Soul, French, Italian--but they have to decide whether or not they want to specialize, where they want to locate their business, and to whom they want to advertise by mail. They have equipment and money enough to begin.

- Develop class discussions around the following topics:

- Ethnic differences in cooking and eating habits
- How income level affects eating habits
- How material status, employment, and the presence of children in families affect eating habits of people
- How location of the service might affect the choice of menu
- How the type of cuisine might affect the promotional mail campaign

- Have the class work in groups to decide on type of food service, location, and to what area to send promotional literature. (The instructor or the class should decide whether the tracts are contiguous.)

PARENTING

These activities will increase student awareness of how the census affects parents.

- Prepare a simulated newspaper article using local names and information announcing that a day-care center is closing and that two others are increasing their prices by 30 percent because of a decrease in State and Federal funding. The article should mention that the adjustments in funding have been determined by new census data indicating that the need for day-care centers in the area has decreased over the past 10 years.
- Distribute copies of the article to all class participants and have a volunteer read the article aloud. Ask for general reactions and then use the following questions to stimulate and guide discussion.
 - What alternatives are there to day-care centers?
 - What are some of the advantages and disadvantages of day-care centers when compared with other forms of child care?
 - If there is an undercount in the census and the need for day-care centers has not decreased, how will the community be affected by the changes in funding?

Appendix 1

CIERTO O FALSO

- C F 1. El primer censo se hizo en el 1790.
- C F 2. La información que usted nos dé en el Censo de 1980 es confidencial: y durante los próximos 72 años sólo los censores juramentados podrán ver el "record" individual.
- C F 3. En las instrucciones para llenar el formulario del censo, se le dice que use un bolígrafo ("ballpoint pen").
- C F 4. El Día del Censo es el primero de abril de 1980.
- C F 5. Si tiene usted alguna pregunta o necesita ayuda para llenar el formulario del censo, debe llamar a su oficina local del censo.
- C F 6. Si su idioma nativo no es el inglés y no entiende usted el formulario, debe devolverlo sin completarlo.
- C F 7. Un censor irá a su casa solamente si no devolvió usted por correo el formulario del censo.
- C F 8. Enviando por correo, a tiempo, su formulario del censo, ayuda usted al gobierno a economizar dinero, y por lo tanto ayuda a la vez a los contribuyentes a economizar dinero.
- C F 9. Empezando con el 1980, el censo se hará cada 5 años.
- C F 10. La mitad de la población recibirá el formulario corto del censo y la otra mitad recibirá el formulario largo.

VERO O FALSO

- | | | | |
|---|---|-----|---|
| V | F | 1. | Il primo censimento si fece nel 1790. |
| V | F | 2. | L'informazione che voi ci date nel Censimento del 1980 è confidenziale, e durante i prossimi 72 anni solo gli ufficiali di censimento sotto giuramento potranno vedere i documenti individuali. |
| V | F | 3. | Secondo le istruzioni per riempire il modulo di censimento, siete pregati di usare una penna a sfera. |
| V | F | 4. | Il Giorno del Censimento è il primo d'aprile 1980. |
| V | F | 5. | Se volete chiedere informazioni o necessitate aiuto per riempire il modulo di censimento, dovete chiamare al vostro ufficio locale del censimento. |
| V | F | 6. | Se la vostra lingua nativa non è l'inglese e non comprendete il modulo, dovete restituirlo senza riempirlo. |
| V | F | 7. | Un ufficiale del censimento verrà a casa vostra solamente se non avete restituito per posta il modulo di censimento. |
| V | F | 8. | Mandando puntualmente, per posta, il modulo di censimento, aiutate al governo a risparmiare denaro; e così aiutate a risparmiare il denaro dei contribuenti. |
| V | F | 9. | Cominciando col 1980, il censimento si farà ogni 5 anni. |
| V | F | 10. | Metà della popolazione riceverà il modulo di censimento corto, l'altra metà riceverà il modulo di censimento lungo. |

Italian

Vrai ou Faux

- V F 1. Le premier recensement a eu lieu en 1790.
- V F 2. Les renseignements que vous donnerez pour le recensement de 1980 sont confidentiels et seuls les employés du bureau de recensement assermentés auront accès à votre dossier personnel pendant les prochains 72 ans.
- V F 3. Dans les instructions vous disant comment remplir votre formulaire de recensement on vous demande d'utiliser un crayon à bille.
- V F 4. Le premier avril 1980 est le jour de recensement.
- V F 5. Si vous avez des questions ou avez besoin d'aide pour remplir le formulaire, appelez votre bureau local de recensement.
- V F 6. Si votre langue maternelle n'est pas l'anglais et si vous ne pouvez comprendre le formulaire, vous n'avez que le retourner sans le compléter.
- V F 7. Un agent de recensement viendra chez vous seulement si vous ne retournez pas votre formulaire de recensement par la poste.
- V F 8. En postant votre formulaire de recensement avant la date limite, vous aiderez à économiser l'argent du gouvernement et par conséquent celui des contribuables.
- V F 9. A partir de 1980 le recensement aura lieu tous les 5 ans.
- V F 10. La moitié de la population recevra un formulaire abrégé et l'autre moitié recevra un formulaire complet.

O U I O U N O N

- O N 1. Sé an 1790 yo té fè premié resansman an.
- O N 2. Ransèyman ou ap bay pou résansman 1980 an ap rét sékrè. Sé gro anplouayé ki travay nan biro résansman an sèl k-ap ka ouè ransèyman ou bay yo pandan 72 an k-ap vi-n apré a.
- O N 3. Lè ou ap réponn, yo mandé pou ou sèvi ak you plim bik.
- O N 4. Sé premié avril 1980 yo pral fè résansman an.
- O N 5. Si ou gin kèsion oubyin si ou bézouin èd pou ou réponn fòm nan, ou kapab rélé biro résansman ki nan katié bò lakay ou a.
- O N 6. Si ou pa ka konprann kèsion yo paské sé pa anglé ki lang ou, ou annik voyé fòm nan tounin san ou pa réponn.
- O N 7. Sé sèlman si ou pa voyé fòm nan tounin pa lapòs, anplouayé k-ap ranmasé infòmasyon pou résansman an va vi-n lakay ou.
- O N 8. Si ou voyé fòm résansman ou a tounin bonè, sa pèmèt ni lèta ni moun ki péyé taks yo dépansé mouin kòb.
- O N 9. Apati 1980, yo pral fè résansman an chak 5 an.
- O N 10. Yo pral bay mouatié popilasyon an fòm kout la pou li réponn, épi lòt mouatié a va résévoua fòm long lan.

Haitian Creole

真 或 假

- 真假 1. 美國第一次人口調查是在一七九〇年。
- 真假 2. 在一九八〇年人口調查中, 你所提供的情報是受嚴守秘密的。
在未來的七十年內, 僅曾經宣誓的人口調查工作人員, 方能
閱覽個別的記錄。
- 真假 3. 在填寫調查表格的說明書中, 說明你須用原子筆。
- 真假 4. 一九八〇年四月一日, 是人口調查日。
- 真假 5. 在填寫調查表格時, 若有疑問, 你應向當地的人口調查局請教。
- 真假 6. 若你本來的語言不是英語, 及你不明白表格內容, 你雖沒有填
好, 但應將表格退還。
- 真假 7. 若你不將人口調查表格郵寄退還, 人口調查員將上門查問。
- 真假 8. 你若依時將人口調查表格寄還, 你協助政府省錢, 即等於
節省稅民的錢。
- 真假 9. 由一九八〇年開始, 人口調查每五年舉行一次。
- 真假 10. 全美國一半人口填寫人口調查的簡短表格, 另一半人口
填寫詳細的長表格。

ĐÚNG HOẶC SAI

- Đ S 1. Cuộc kiểm tra đầu tiên được thực hiện vào năm 1790.
- Đ S 2. Các tài liệu hoặc tin tức mà bạn cung cấp cho cuộc kiểm tra 1980 đều được giữ bí mật, và trong 72 năm tới chỉ những người đã tuyên thệ để làm công việc kiểm tra mới được xem các hồ sơ cá nhân.
- Đ S 3. Theo bảng chỉ dẫn để điền mẫu đơn đúng trong cuộc kiểm tra, bạn phải viết bằng bút nguyên tử.
- Đ S 4. Ngày kiểm tra là mùng một tháng Tư năm 1980.
- Đ S 5. Nếu bạn muốn hỏi hạn điều gì hay cần được giúp đỡ khi điền mẫu kiểm tra, bạn nên gọi điện thoại cho văn phòng kiểm tra địa phương.
- Đ S 6. Nếu tiếng mẹ đẻ của bạn không phải là tiếng Anh và bạn không hiểu được mẫu kiểm tra này, bạn chỉ việc gửi trả lại mà không cần điền mẫu kiểm tra này.
- Đ S 7. Nhân viên kiểm tra sẽ chỉ tới nhà bạn nếu bạn không gửi lại mẫu kiểm tra qua bưu điện.
- Đ S 8. Khi gửi lại bản kiểm tra đúng hạn định, bạn đã giúp chính phủ bớt chi phí một món tiền và như vậy là bạn đã giúp những người dân phải trả thuế đồ tồn tiền.
- Đ S 9. Kể từ năm 1980 trở đi, việc kiểm tra sẽ được thực hiện 5 năm một lần.
- Đ S 10. Phân nửa dân chúng sẽ nhận được mẫu kiểm tra ngắn, và nửa kia sẽ nhận được mẫu dài.

Vietnamese

ПРАВДА ИЛИ НЕТ

- П Н 1. Первая перепись населения была проведена в 1790 г.
- П Н 2. Информация, которую Вы даете во время переписи 1980 г. строго конфиденциальна и, в течении последующих 72 года только принявшие присягу работники переписи смогут увидеть индивидуальные анкеты.
- П Н 3. В инструкции по заполнению форм переписи Вам было указано пользоваться только шариковой ручкой.
- П Н 4. День переписи 1 апреля 1980 года.
- П Н 5. Если у вас есть вопросы или Вам нужна помощь при заполнении формы переписи. Вы должны звонить в свой местный отдел переписи населения.
- П Н 6. Если английский не Ваш родной язык и Вы не можете понять форму переписи, Вы должны вернуть ее без заполнения.
- П Н 7. Работник переписи придет к Вам домой только если Вы не вернули переписную форму по почте.
- П Н 8. Посылая Вашу переписную форму вовремя, Вы помогаете сэкономить государственные деньги, или что тоже самое, деньги налогоплательщиков.
- П Н 9. Начиная с 1980 г. перепись населения будет проводиться каждые 5 лет.
- П Н 10. Половина населения получит для заполнения сокращенные-короткие переписные формы, другая половина-развернутые-длинные.

Appendix 2

CENSUS TRACTS IN NEW YORK METROPOLITAN AREA

	Tract 1 (Coney Island Brooklyn)	Tract 2 (Lower East Side-Manhattan)	Tract 3 (Sutton Place Manhattan)	Tract 4 (West Harlem Area Manhattan)	Tract 5 (Mid-West Side Manhattan)
Population					
All Persons	5980	4149	8035	11035	8100
White	3858	4059	7928	5645	6892
Negro	2002	51	60	4657	1030
% of Negro	33.4	1.2	.7	42.2	12.7
Persons of Spanish language	1620	12	294	5365	1663
Persons of Puerto Rican parentage	1325	5	31	2010	774
Persons of foreign stock			3770	4598	3391
Austria	71		307	18	202
Germany	113		358	96	242
Poland	10	1085	250	51	213
USSR	184	760	984	212	494
UK	18		241	20	137
All Families	1313	1270	2223	2650	1773
With own children under 18	893	310	411	1357	754
Number of children	2734	527	594	2646	1482
Husband-Wife Families	674	1047	1945	1900	1368
With own children under 18	402	278	333	1034	564
Number of children	1278	477	486	2046	1111
% of total children	45.0	87.5	78.5	69.1	69.8
Families With Female Heads	576	161	223	579	330
With own children under 18	468	27	70	271	172
Number of children	1376	43	97	516	344
% of total children	48.8	7.9	15.7	17.4	21.6
Persons Under 18	2839	545	619	2961	1591
Marital Status					
Males over 14	1649	1721	3374	4040	3192
Single	719	467	999	1378	1289
Married	804	1090	2061	2360	1661
Separated	68	136	90	202	129
Widowed	93			169	140
Divorced	83	28	224	133	151
Females	2017	2051	4200	4716	3613
Single	576	455	1167	1275	
Married	1105	1048	2065	2500	
Separated	849			382	
Widowed	239	432	577	670	
Divorced	97	66	391	271	
Income					
Number of families	1267	1356	2314	2618	1825
Median income	\$4646	\$9494	\$31637	\$8338	\$12621

	Tract 1	Tract 2	Tract 3	Tract 4	Tract 5
Mean income	\$6111	\$10597	\$42971	\$9915	\$17413
With Social Security income	214	400	480	487	290
With Public Assistance income	531	74	16	369	191
Mean Public Assistance income	\$2643	\$1886		\$1946	\$2305
Income Below Poverty Level					
Number of families	516	94	58	278	138
% of families	40.7	6.9	2.5	10.6	7.6
Mean family income	\$1922	\$1227	\$924	\$2131	\$2044
% receiving public assistance	58.3	5.3		43.5	35.5
Mean family size	4.27	2.15	2.12	4.10	3.67
Education					
Median No. of school years completed	8.8	11.2	14.6	11.0	12.9
% of high school graduates	21.1	45.9	85.4	43.1	69.6
4 years of college or more	34	18	2860	570	1885
Residence					
Same as in '70	2159	3262	7912	10235	7643
Means of Transportation and Place of Work					
All workers	984	1746	4724	4542	4151
Private auto-driver	211	211	574	468	364
Private auto-passenger	51	38	163	148	117
Bus or street car	92	510	1015	494	788
Subway, railroad	318	583	566	2982	2247
Walk to work	184	391	1331	339	284
Work at home	82	25	335	76	143
Work inside area	442	1665	3976	3584	3273
Work outside area	9	8	154	184	420
Labor Force		14.01	106.01	225	173
Males 16 and over	1581	1729	3418	3827	3101
Labor force	716	1133	2951	2875	2349
% unemployed	9.7	2.0	1.1	4.4	7.0
Not in labor force for reasons other than school, institution, over 65	404	596	467	952	752
Females 16 and over	1866	2638	4172	4532	3534
Labor force	450	737	2058	2101	2119
% unemployed	6.7	8.1	3.8	4.7	3.3
Not in labor force	1416	1301	2114	2431	
Married Women	654	1025	2019	2122	1431
Husband present in labor force	147	369	690	884	766
With own children under 6	254	96	142	565	322
In labor force	67	5	17	128	134

	Tract 1	Tract 2	Tract 3	Tract 4	Tract 5
Males 16-21	319	197	145	427	240
Not in school	157	47	22	174	67
Not high school graduates	132	26	6	96	40
Unemployed or not in labor force	89	9		45	32
Labor Force-Occupation					
Total employed 16 and over	1059	1783	4892	4742	4225
Professional, technical, and kindred workers	54	299	1594	590	1522
Health	4	24	194	104	142
Teachers	5	99	74	58	221
Managers and administrators except farms	41	143	1310	210	493
Sales workers	41	182	685	270	458
Clerical	254	620	838	1062	807
Craftsmen	102	179	99	404	141
Operatives except transport	122	102	57	816	251
Transport equipment operatives	80	64		225	73
Laborers	117	38		201	15
Service workers (cleaning, food, protective, health	182	180	226	503	388
Private household	54		83	114	77
Female 16 and over	420	677	1980	2003	2049
Professional	39	135	685	307	638
Teachers	5	59	57	28	123
Managers and administrators	6	10	240	62	202
Sales workers	17	55	183	123	217
Clerical, secretaries	156	380	616	607	577
Operatives including transport	76	22	24	510	177
Other blue collar		4	31	72	
Service except private household	91	71	123	213	165
Housing					
All units	1972	1761	4843	3960	4332
Owner occupied	231	1525	1363	335	298
Co-op, condominium		1520	1311	297	170
Renter occupied	1497	242	3166	3561	3758
Lacking some or all plumbing facilities	47	7	27	183	384
Lacking kitchen facilities	31		21	276	291
Units with roomers or boarders	49		89	326	163
Units in structure					
1	109	13	43	54	48
2	292		13		45
3-4	639		5	16	53
5-49	861	35	659	2461	2824
50 and more	171	1753	4178	1426	1353

Appendix 3

Your Guide to **CENSUS** **'88**



This guide gives helpful information on filling out your census form. If you need more help, call the local U.S. Census office. The telephone number is given in the address box on the cover of the questionnaire.

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WHAT THE CENSUS IS ABOUT— some questions and answers

What is the 1980 Census?

The census is an official count of the total number of people in our Nation as of April 1, 1980. Information is also collected on characteristics such as age, sex, and marital status.

Why are people being counted in a census?

The U.S. Constitution requires that a census be taken at least once every 10 years. It is extremely important that this count is accurate because it is used to determine the number of seats each State may have in the U.S. House of Representatives.

Who sees the census form you fill out?

The law which authorizes the census (title 13, U.S. Code), also provides that your answers are confidential. For the next 72 years — that is, until April 1, 2052 — no one may see your answers except census workers. They are sworn not to disclose your information and they can be fined and/or imprisoned for any violation. That means that no other government agency (whether Federal, State, county, or local), and no other person or business can see your individual report.

What does the Census Bureau do with the information you provide?

The individual information collected in the census is grouped together into statistical totals. The table below from the 1970 census is an example of how census information is combined into overall figures:

Number of Persons by Age and Sex: 1970		
Age	Male	Female
Total persons in U.S.	98,912,192	104,299,734
Under 5 years	8,745,499	8,408,838
5 to 14 years	20,759,233	19,986,482
15 to 24 years	17,551,116	17,890,253
25 to 44 years	23,448,593	24,546,641
45 to 64 years	19,992,043	21,817,726
65 to 74 years	5,437,084	6,998,372
75 years and over	2,978,624	4,651,422

Who uses the statistical totals?

Your representation in the Congress, in State legislatures, in county, city, and town councils, is based on the statistical totals. Schools, the Federal Government, businesses, and States, cities, and citizen groups all use these figures to plan their work and to measure our country's problems and progress. Another very important use of the census figures is for the distribution of funds to communities. For example, the number of children and income of families determines how much money a county will get under the Elementary and Secondary Education Act.

How long have we been taking the census?

The first census was taken in 1790 in accordance with the requirement in the first article of the Constitution. A census has been taken at the beginning of every decade since, so the 1980 census will be the 20th enumeration of the U.S. population.

How are you being counted?

In this area, and in most areas of the country in 1980, census forms are mailed to all households a few days before Census Day. Households are requested to fill out the form and mail it back to the Census office. In the remaining areas of the country, mostly those with thinly settled population, enumerators go from door-to-door to obtain the information directly from the households.

What happens if you don't mail back the census form for your household?

If a census form for your household is not received, a census taker will be sent out to assist you. But it saves time and your taxpayer dollars to fill out the form yourself and mail it back.

Is the census mandatory?

The same law that protects the confidentiality of your answers requires that you provide the information asked in a census to the best of your ability. Each question is carefully selected to meet data needs that cannot be satisfied through any other statistical or administrative data source.

What do the black squares on the census form mean?

Those black squares are the markers which direct a machine to "read" the circles that you filled in. The machine can only read filled-in circles in the areas around the black squares. It automatically transfers these answers to computer tape for tabulation.

What should you do if you have a question about filling out the census form or need assistance?

Call the local U.S. Census Office. The telephone number is given in the address label on the cover of the census form.

HOW TO FILL OUT YOUR CENSUS FORM

- Use a black pencil to answer the census questions. Since this form is "read" by a machine, black pencil is better to use than ballpoint or other pens. Fill circles "O" like this: ●. If you need to change an answer, erase the mark completely before filling the correct circle.
- If there are more than seven people in your household, please list *all* the persons in question 1, complete the form for seven people, and mail it back in the enclosed envelope. A census taker will call to obtain the additional information.
- There may be a question you cannot answer exactly. For example, you might not know the age of an elderly person or the price for which your house would sell. See if someone else in your household knows; if no one does, give your best estimate.
- If someone in the household, such as a roomer or boarder, does not want to give you all the information for the form, write in at least the person's name and answer questions 2 and 3. A census taker will call to get the other information directly from the person.
- If you are not sure if you should list a person, see the rules on page 1 of the census form.

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EXAMPLE

Here are the QUESTIONS ↓	These are the columns for ANSWERS → Please fill one column for each person listed in Question 1.	PERSON in column 1	PERSON in column 2	PERSON in column 3
2. How is this person related to the person in column 1? Fill one circle. If "Other relative" of person in column 1, give exact relationship, such as mother-in-law, niece, grandson, etc.		Last name: Doe First name: Arthur Middle initial: T. START in this column with the household member (or one of the members) in whose name the home is owned or rented. If there is no such person, start in this column with any adult household member.	Last name: Doe First name: Frances Middle initial: If relative of person in column 1: ☐ Husband/wife ☐ Father/mother ☐ Son/daughter ☐ Other relative ☐ Brother/sister If not related to person in column 1: ☐ Roomer, boarder ☐ Other nonrelative ☐ Partner, roommate ☐ Paid employee	Last name: Doe First name: Patricia Middle initial: J If relative of person in column 1: ☐ Husband/wife ☐ Father/mother ☐ Son/daughter ☐ Other relative ☐ Brother/sister If not related to person in column 1: ☐ Roomer, boarder ☐ Other nonrelative ☐ Partner, roommate ☐ Paid employee
3. Sex Fill one circle.		☒ Male ☐ Female	☐ Male ☒ Female	☐ Male ☒ Female
4. Is this person — Fill one circle.		☒ White ☐ Asian Indian ☐ Black or Negro ☐ Hawaiian ☐ Japanese ☐ Guamanian ☐ Chinese ☐ Samoan ☐ Filipino ☐ Eskimo ☐ Korean ☐ Aleut ☐ Vietnamese ☐ Other — Specify ☐ Indian (Amer.) Print tribe	☐ White ☐ Asian Indian ☐ Black or Negro ☐ Hawaiian ☐ Japanese ☐ Guamanian ☐ Chinese ☐ Samoan ☐ Filipino ☐ Eskimo ☐ Korean ☐ Aleut ☐ Vietnamese ☐ Other — Specify ☐ Indian (Amer.) Print tribe	☐ White ☐ Asian Indian ☐ Black or Negro ☐ Hawaiian ☐ Japanese ☐ Guamanian ☐ Chinese ☐ Samoan ☐ Filipino ☐ Eskimo ☐ Korean ☐ Aleut ☐ Vietnamese ☐ Other — Specify ☐ Indian (Amer.) Print tribe
5. Age, and month and year of birth a. Print age at last birthday. b. Print month and fill one circle. c. Print year in the spaces, and fill one circle below each number.		a. Age at last birthday: 29 b. Month of birth: June c. Year of birth: 1 9 5 0 1 2 3 4 5 6 7 8 9	a. Age at last birthday: 28 b. Month of birth: January c. Year of birth: 1 9 5 2 1 2 3 4 5 6 7 8 9	a. Age at last birthday: 0 b. Month of birth: December c. Year of birth: 1 9 7 6 1 2 3 4 5 6 7 8 9
6. Marital status Fill one circle.		☒ Now married ☐ Separated ☐ Widowed ☐ Never married ☐ Divorced	☐ Now married ☐ Separated ☐ Widowed ☐ Never married ☐ Divorced	☐ Now married ☐ Separated ☐ Widowed ☐ Never married ☐ Divorced
7. Is this person of Spanish/Hispanic origin or descent? Fill one circle.		☐ No (not Spanish/Hispanic) ☐ Yes, Mexican, Mexican Amer., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☒ ☐ Yes, other Spanish/Hispanic	☐ No (not Spanish/Hispanic) ☐ Yes, Mexican, Mexican Amer., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☒ ☐ Yes, other Spanish/Hispanic	☐ No (not Spanish/Hispanic) ☐ Yes, Mexican, Mexican Amer., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☒ ☐ Yes, other Spanish/Hispanic

WHY THE CENSUS ASKS CERTAIN QUESTIONS

Here are a few reasons for asking some of the questions — characteristics are as important as the count.

Name? Names are a convenient way to be sure that everyone in a household is counted, but no one is counted twice. However, names are removed before your answers are combined with those of other households for statistical purposes.

Marital status? This information is used along with information on other characteristics to identify areas with large numbers of working wives, elderly widowed persons, etc., in order to plan facilities and services for these groups.

Spanish/Hispanic origin or descent? The identification of Spanish/Hispanic origin groups is important for a better understanding of cultural differences and for the carrying out of laws and programs aimed at improving the economic conditions of these groups.

Complete plumbing? This question gives information on the quality of housing; the data are used with other statistics to show how the "level of living" compares in various areas and how it has changed over time.

Value or rent? Government and planning agencies use this information in combination with other characteristics to develop housing programs designed to meet the needs of people at different economic levels.

INSTRUCTIONS FOR QUESTIONS 1 THROUGH 7

1. List in question 1 (on page 1), the names of all the people who usually live here. Then turn to pages 2 and 3 where there are columns to list up to seven persons. In the first column print the name of one of the household members in whose name this home is owned or rented. If no household member owns or rents the living quarters, list in the first column any adult household member who is not a roomer, boarder, or paid employee. Print the names of the other household members, if any, in the columns which follow, using question 1 as a checklist.
2. Fill a circle to show how each person is related to the person in column 1.

A stepchild or legally adopted child of the person in column 1 should be marked *Son/daughter*. Foster children or wards living in the household should be marked *Roomer, boarder*.
3. Be sure to fill a circle for the sex of each person.
4. Fill the circle for the category with which the person most closely identifies. If you fill the *Indian (American)* or *Other* circle, be sure to print the name of the specific Indian tribe or specific group.
5. Enter age at last birthday in the space provided (enter "0" for babies less than one year old). Also enter month and year of birth, and fill the appropriate circles. For an illustration of how to complete question 5, see the example on pages 4 and 5. If age or month or year of birth is not known, give your best estimate.
6. If the person's only marriage was annulled, mark *Never married*.
7. A person is of Spanish/Hispanic origin or descent if the person identifies his or her ancestry with one of the listed groups, that is, Mexican, Puerto Rican, etc. Origin or descent may be viewed as the nationality group, the lineage, or country in which the person or the person's parents or ancestors were born.

INSTRUCTIONS FOR QUESTIONS H4 THROUGH H12

H4. Mark only one circle. *This address* means the house or building number where your living quarters are located.

H5. Mark the second circle only if you *must* go through someone else's living quarters to get to your own.

H6. Consider that you have hot water even if you have it only part of the time.

Mark **Yes**, but also used by another household if someone else who lives in the same building, but is not a member of your household, also uses the facilities. Mark this circle also if the occupants of living quarters now vacant would also use the facilities in your living quarters.

H7. Count only whole rooms used for living purposes, such as living rooms, dining rooms, kitchens, bedrooms, finished recreation rooms, family rooms, etc. Do not count bathrooms, kitchenettes, strip or pullman kitchens, utility rooms, or unfinished attics, unfinished basements, or other space used for storage.

H8. Mark **Owned** or **being bought** if the living quarters are owned outright or are mortgaged. Also mark **Owned** or **being bought** if the living quarters are owned but the land is rented.

Mark **Rented** for cash rent if any money rent is paid. Rent may be paid by persons who are not members of your household.

Occupied without payment of cash rent includes, for example, a parsonage, military housing, a house or apartment provided free of rent by the owner, or a house or apartment occupied by a janitor or caretaker in exchange for services.

H9. A *condominium* is housing in which the apartments or houses in a development are individually owned, but the common areas, such as lobbies, halls, etc., are jointly owned. The person owning a condominium very likely has a mortgage on the particular unit.

H10b. A *commercial establishment* is easily recognized from the outside, for example, a grocery store or barber shop. A *medical office* is a doctor's or dentist's office regularly visited by patients.

H11. Include the value of the house, the land it is on, and any other structures on the same property. If the house is owned but the land is rented, estimate the combined value of the house and the land. If this is a condominium unit, enter the estimated value for your living quarters and your share of the common elements.

H12. Report the rent agreed to or contracted for, even if the rent is unpaid or paid by someone else.

If rent is not paid by the month, change the rent to a monthly amount; and then fill the appropriate circle in question H12.

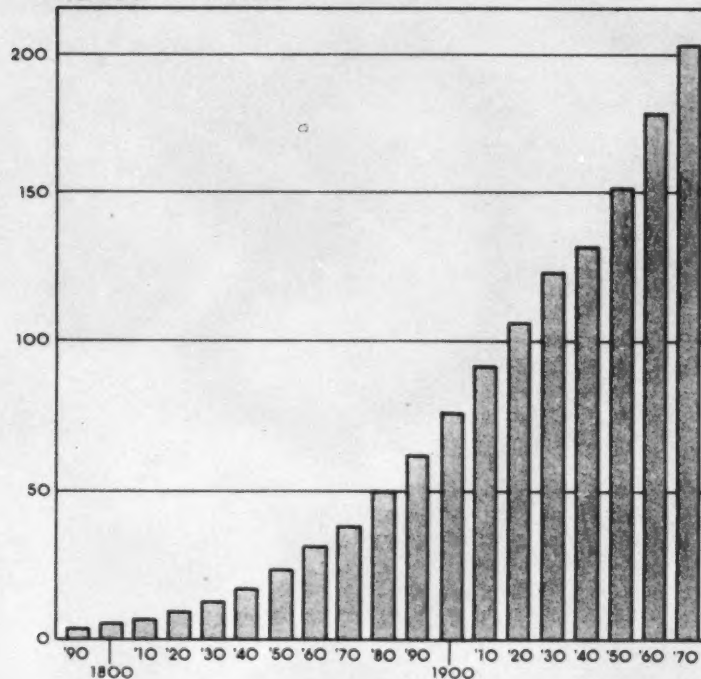
If rent is paid:	Multiply rent by:
By the day	30
By the week	4
Every other week	2

If rent is paid:	Divide rent by:
4 times a year	3
2 times a year	6
Once a year	12

Population of the United States

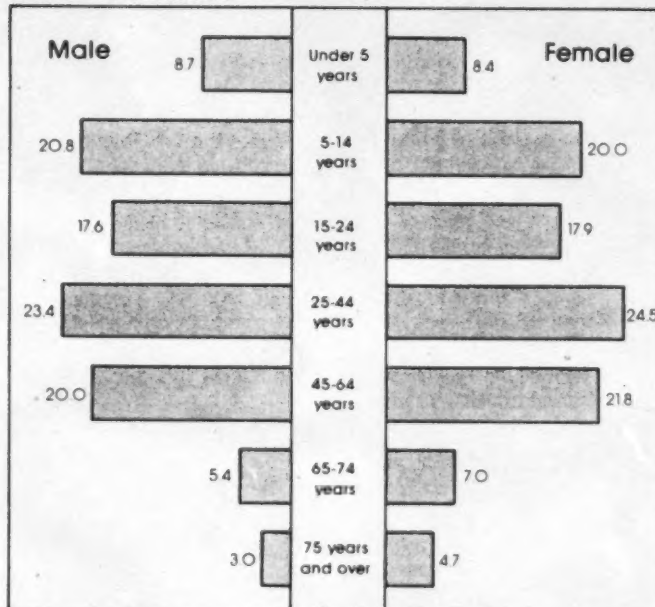
Total Number of Persons in Each Census: 1790-1970

Number in Millions



Number of Persons by Age and Sex: 1970

Number in Millions



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